

Text Structures

Power at Any Cost

- (1) No matter how bad your life is shattered, the world does not stop for your grief. This I know for sure. Two years ago, I lost my mother, my father, and all hope of happiness. But I must live—or at least go through the motions. I owe it to Levi. I'm all he has left.
- (2) Two years ago, a band of guerrillas attacked our village. We were given no warning, no hint of an approaching war. Our village was chosen to be their first target, and the resulting destruction would be their first message to the King of Naarah: power at any cost.
- (3) Guerrillas in garbs of black swarmed into our village under the cover of night and burned all buildings, crops, and bodies in sight. I awoke to the sound of gunfire and the smell of smoke. Red pillars of fire raged outside my window. Mama grabbed Levi and me and shoved us into the storage room beneath our home. I begged her to stay with us, but she shook her head and hugged us both goodbye.
- (4) "Your father needs me. Take care of you brother," she whispered.
- (5) Levi and I didn't leave the storage room for a week, but the world outside finally fell silent on the eighth day. Hearing no voices or blasts, I finally gathered the courage to peek out. What I saw brought me to my knees.
- (6) All that remained of our village were dark piles of rubble and scorched fields. The walls and roof of our home were gone, allowing me to see clear across the village from the room that saved my life.
- (7) Out of 545 people, only 20 of us survived. The majority of the dead bodies were unidentifiable. Not knowing which ones belonged to our loved ones, we buried each one the best we could.
- (8) A week later, by the orders of King Onan, we were conveyed to a fortress 12 miles away, which is where Levi and I have been ever since.
- (9) Here, there are guards constantly on watch. When trouble approaches, a drum warns us with a slow and steady beat. It is loud enough for all in the fortress to hear, and when we hear it, it seems to say:

Beware! Our foes are near!
Beware! Our foes are near!

1. The author includes the information in paragraphs 2-8 in order to

- ☐ A. show how the narrator lost his or her parents.
- ☐ B. describe what the narrator was like as a child.
- ☐ C. illustrate King Onan's kind and giving nature.
- ☐ D. reveal how the narrator destroyed the enemy.

2. Why does the author use a different text structure in the last paragraph?

- ☐ A. to draw attention to what the guards are saying
- ☐ B. to introduce a new event in the story's plot

- ☐ C. to emphasize what the drum means to the people
 - ☐ D. to get the reader to reread the last paragraph
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3. The purpose of the first paragraph of the passage is to

- ☐ A. reveal the meaning of life.
 - ☐ B. establish the story's theme.
 - ☐ C. describe the characters.
 - ☐ D. identify the story's setting.
-

Tornadoes are the most violent storms to strike the United States. As a result, the National Weather Service has implemented a warning system. The National Ocean and Atmospheric Administration's (NOAA) Weather Radio issues Tornado Watches, Tornado Warnings, Severe Thunderstorm Watches, and Severe Thunder Storm Warnings.

Tornado Watches tell listeners that a tornado could possibly hit their areas and to stay on alert for storms. Tornado Warnings let people know that a tornado has been seen and they should head to their safety areas.

4. The passage above uses its text structure

- ☐ A. to compare the dangers of tornadoes and hurricanes.
 - ☐ B. to explain the National Weather's Service's warnings.
 - ☐ C. to explain why tornadoes damage so much property.
 - ☐ D. to give a history of the National Weather Service.
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5. Which of these would most likely follow the same organizational pattern as used above?

- ☐ A. a passage about how an elephant injured its foot and its rehabilitation
 - ☐ B. a biography of Harlem Renaissance writer James Weldon Johnson
 - ☐ C. an article describing the beauty of Italy's five Cinque Terre villages
 - ☐ D. an article comparing the impacts of John Lennon and Paul McCartney
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6. The reader can determine that the main organizational structure of the article is

- ☐ A. the effects of the danger of tornadoes on the National Weather System.
 - ☐ B. a description of the National Weather Service starting new warning systems.
 - ☐ C. a comparison of the National Weather Service's new system to the old system.
 - ☐ D. the chronological history of warning systems made for dangerous weather.
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A Brief History of Astronomy

by T. Cason

Throughout history, humans have looked to the stars for answers. It's likely that stargazing gave rise to the science of astronomy, possibly the oldest science known to humankind. As civilizations advanced, they became more dependent on understanding the patterns and cycles of celestial bodies. Farmers relied upon astrological calendars to plant and harvest their crops; sailors steered across vast oceans using celestial maps.

Modern astronomy owes much to the ancient civilizations of the past. In fact, the roots of astronomy can be traced to somewhere around 4000 B.C., when the oldest astronomical observations ever recorded took place in both Egypt and Central America. Also important were the ancient civilizations of China and Mesopotamia. They developed solar and lunar calendars that date back to 2000 B.C.

Equally, the ancient Greeks made great advances in the science of astronomy. Their approach to science was based on mathematical models and calculations. They explained natural events through a process of logic and observation. Ptolemy's *Almagest*, written around 150 A.D., forever affixed the mathematical approach to astronomy. However, he theorized that the solar system was geocentric, meaning that the Earth was the center of the solar system.

Hundreds of years later, during the Renaissance, a Polish-born astronomer named Copernicus published his *On the Revolutions of the Celestial Spheres* in 1543 A.D. In this work he held that the solar system was in fact heliocentric, meaning that the Sun—not the Earth—was the center of the solar system. More than a century later, in 1687 A.D., Sir Isaac Newton, a founder of modern astronomy, published his theory of universal gravitation. Not until the twentieth century would the scientific community again alter its understanding of the universe through the works of Albert Einstein.

7. Which of the following events occurs last in the article?

- ☐ A. Copernicus developed a heliocentric theory.
- ☐ B. Stargazing produced the science of astronomy.
- ☐ C. Ptolemy developed a geocentric theory.
- ☐ D. China developed a solar and lunar calendar.

8. According to the article, what is the oldest date where evidence of astronomy took place?

- ☐ A. 4000 B.C.
- ☐ B. 1687 A.D.
- ☐ C. 2000 B.C.
- ☐ D. 1543 A.D.

9. According to the article, what happened before Ptolemy wrote his *Almagest*?

- ☐ A. Albert Einstein changed universal theory in the twentieth century.
- ☐ B. Sir Isaac Newton altered universal theory in the seventeenth century.
- ☐ C. The Greeks formed an approach to science based on mathematics.
- ☐ D. Copernicus wrote his *On the Revolutions of the Heavenly Spheres*.

10. Which of the following statements **best** describes the organization of the article?

- ☐ **A.** The article mostly moves through a random series of events.
- ☐ **B.** The article uses cause and effect to guide the narration.
- ☐ **C.** The article mostly follows an orderly progression through time.
- ☐ **D.** The article develops through similarities and differences.

There were more than two thousand people on board the RMS Titanic during its maiden voyage. Why did only 706 survive? One of the cruise liner's designers suggested that they put 48 lifeboats on board. However, White Star Lines, the British ship makers who commissioned the Titanic, decided to only place 18 on the ship. This was the minimum number of lifeboats allowed based on the Titanic's projected weight. Unfortunately, it was only enough space for about 52 percent of the passengers on board, and many of the lifeboats were not filled to capacity when they departed the sinking ship.

Who suffered the most casualties? More than 60 percent of the passengers in first class survived. A little over 40 percent of second class passengers survived. Almost 25 percent of third class passengers and a little over 23 percent of crew members were able to be saved. Almost every woman and child in first class, most of those in second class, and less than half of those in third were loaded on to life boats. Overall, only 20 percent of men survived the Titanic's crash.

11. How does the author organize this article?

- ☐ **A.** The author describes differences between lifeboats and ships.
- ☐ **B.** The author persuades readers to learn how to swim in deep water.
- ☐ **C.** The author gives an ordered history of the Titanic's voyage.
- ☐ **D.** The author answers questions about the sinking of the Titanic.

12. Why did the author use this organizational pattern?

- ☐ **A.** to explain the effect of the Titanic's crash on future cruises
- ☐ **B.** to create a comparison between cruise liner crashes
- ☐ **C.** to explain Titanic's crash in the order in which things happened
- ☐ **D.** to help readers understand the Titanic's high mortality rate

13. Which of these would most likely follow the same organizational pattern as used above?

- ☐ **A.** an article comparing the North and South Poles
 - ☐ **B.** a passage about the effect of greenhouse gas
 - ☐ **C.** an article about what makes kites stay afloat
 - ☐ **D.** a passage about the chronology of picture frames
-

In 1300 A.D., the Bishop of Utrecht granted the village of Amsterdam city rights. The township had begun as a fishing village on the banks of the Amstel River. Its founders built the first buildings on land reclaimed from a peat bog. In 1323 A.D., Count Willem III levied a tax on beer against the city, and upset citizens joined the Hanseatic League in 1369 A.D. to eliminate taxes on exports.

The city continued to grow, fueled by the trade from other merchants associated with the Hanseatic League. Soon it was a thriving metropolis during the Dutch Baroque period in the early Renaissance. When the Spanish sacked the trade capital of Antwerp in the late 1500s, Amsterdam became the prominent trade port of Holland. After the Dutch won their independence from the Spanish Crown in the 1600s, Amsterdam became the main commercial center for all of northern Europe. This was due in large part to the Dutch East India Company establishing its headquarters in the city.

Business turned stale for Amsterdam in the 1800s when the French conquered Holland and Napoleon Bonaparte annexed the country into France. Afterward, Amsterdam's economy stagnated, but with the opening of the North Sea and Merwede canals in the late 1800s, business boomed once more.

During the early 20th century, Amsterdam suffered setbacks, like all European cities, from the great devastation of World War I. The city improved during the 1920s but soon was invaded and conquered by the Third Reich in 1940. The Nazis occupied Amsterdam for five long years, until 1945, when retreating Nazi forces destroyed the commercial port to deny it to the Allies. Money from the Marshall Plan helped to rebuild the port and finished a canal from Amsterdam to the Rhine River, which revived the post-war economy.

Amsterdam was a political and cultural center for the social revolutions of the 1960s and 1970s. It became a center for art and liberalism. Young people from around the world visit the city regularly, and to this day Amsterdam enjoys a healthy tourism business.

The city continues to thrive, and its economy continues to improve. Many Dutch banks established their headquarters in Amsterdam, and the city is currently the Dutch commercial capital, doing business with hundreds of foreign businesses every day. As the economy of Europe continues to expand, Amsterdam has nowhere to go but up.

14. What event took place immediately prior to Amsterdam becoming a member of the Hanseatic League in 1369?

- ☐ **A.** Count Willem III levied a tax against the city.
- ☐ **B.** Amsterdam rose to prominence in Europe.
- ☐ **C.** Amsterdam became known for social activism.
- ☐ **D.** Amsterdam began as a medieval village.

15. How is the article above organized?

- ☐ **A.** according to randomly placed facts and information
- ☐ **B.** according to time in which events are progressive
- ☐ **C.** according to the cause and then the effect of events
- ☐ **D.** according to comparison of like and unlike events

16. According to the article, what happened to Amsterdam during the 1920s?

- ☐ **A.** Amsterdam's economy was boosted by the Dutch East India Company.
- ☐ **B.** Amsterdam began as a fishing village and was later chartered as a city.

- ☐ C. Amsterdam's economy improved after World War I.
 - ☐ D. Amsterdam held a dominant commercial position in the region.
-

The first official observance of Labor Day was Tuesday September 5, 1882 in New York City. The holiday was created by the Central Labor Union to recognize the contributions of the American worker. In 1884 the first Monday in September was selected to be the annual day of celebration. The Central Labor Union tried to encourage groups in other cities to follow the example of a "workingmen's holiday." The government first began recognizing the holiday through ordinances in 1885 and 1886. The first bill to become a law recognizing Labor Day was passed in Oregon in February of 1887. By June of 1894, the majority of states had recognized the holiday, so the federal government passed a law making the observance of Labor Day each first Monday in September a legal holiday. The holiday is celebrated by workers and others nationwide in street parades and festivals.

17. The passage above uses its text structure

- ☐ A. to give similarities of Labor Day celebrations.
 - ☐ B. to show the effect of Labor Day on the country.
 - ☐ C. to give a history of the Labor Day holiday.
 - ☐ D. to argue about laws passed for Labor Day.
-

18. How does the author organize this article?

- ☐ A. The author describes differences between Labor Day events.
 - ☐ B. The author gives several effects of Labor Day observances.
 - ☐ C. The author answers questions about the laws related to Labor Day.
 - ☐ D. The author discusses the history of Labor Day chronologically.
-

19. Which sentence from the passage gives the best clue of what organizational pattern is used?

- ☐ A. "The holiday is celebrated by workers and others nationwide in street parades and festivals."
 - ☐ B. "The Central Labor Union tried to encourage groups in other cities to follow the example of a 'workingmen's holiday.' "
 - ☐ C. "The first official observance of Labor Day was Tuesday September 5, 1882 in New York City."
 - ☐ D. "The holiday was created by the Central Labor Union to recognize the contributions of the American worker."
-

20. While brainstorming for his paper on traditional Indian dance, Ram comes up with this list. Use it to answer the following question.

1. Agama Nartanam—spiritual dance form

2. Carnatakam—intellectual art form
3. Darbari Aattam—reflected religion, culture and social life
4. All use hand movements
5. 8 classical dance forms

Based on Ram's list, which organizational pattern is best for him to use?

- ☐ A. cause and effect
- ☐ B. chronological order
- ☐ C. comparison/contrast
- ☐ D. argument/support

A Tale of Two Birds: Magnificent Species Need Protection

On Friday, U.S. District Judge Jerry Buchmeyer sentenced Dallas resident Donald W. Jones to six months in federal prison and fined him \$2,000.

His crime? He accidentally shot a whooping crane while hunting.

So what's the big deal?

One need only follow the plight of the American bald eagle for the answer. The once dangerously endangered symbol of our nation could soon be removed from the threatened species list. Let's all stand up and cheer.

The bald eagle was once the target of farmers trying to keep the birds from attacking small farm animals. As a result, its U.S. population had dropped to about 400 in the 1960s.

Now, there are 70,000 bald eagles worldwide. This is due in large part to strong environmental laws banning the pesticide DDT and to the forceful prosecution of hunters.

A significant revival is possible for the whooping crane as well. Just five years ago, there were only 183 whooping cranes in the entire United States. Today, as many as 400 whooping cranes migrate through Texas. Credit the revival to strong enforcement of the protection laws.

Like the bald eagle, the whooping crane is a national treasure. And like the bald eagle, let's make sure it is around for generations to behold.

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21. Why does the author start the article with information about a man being arrested?

- ☐ A. To demonstrate how tough environmental laws can be
- ☐ B. To show people how unfair environmental laws can be
- ☐ C. To persuade people to take action to help get the man out of jail
- ☐ D. To prepare people to realize that the author is the same man who was jailed

Elephants are the largest animals on land. There are two species: African elephants and Asian elephants. An elephant is normally pregnant for about 22 months and gives birth to a calf that can weigh up to 260 pounds. They normally live between 50 and 70 years. Elephants have the largest brains of any land mammal. They are known to be very intelligent animals.

African Elephants



African elephants are currently found in about 37 countries in Africa. They have much larger ears than Asian elephants. They are also usually larger and less hairy. Both male and female African elephants have external tusks. There are two subspecies of this group: African Bush or Savannah Elephants and African Forest Elephants.

Asian Elephants



Only male Asian elephants have large external tusks. They are smaller than African elephants and only have one “finger” at the end of their trunks instead of two. Asian elephants have bigger arches in their backs and two bulges in their foreheads. They are also more adept at using their feet to maneuver things than their African counterparts. There are four subspecies of Asian elephant still living: Sri Lankan Elephant, Indian Elephant, Sumatran Elephant, and Borneo Elephant.

22. Which sentence from the passage gives the best clue of what organizational pattern is used?

- ☐ A. "Elephants have the largest brains of any land mammal."
- ☐ B. "They have much larger ears than Asian elephants."
- ☐ C. "They normally live between 50 and 70 years."
- ☐ D. "They are known to be very intelligent animals."

23. Why did the author choose to use this organizational pattern?

- ☐ A. to explain the differences between African and Asian elephants
- ☐ B. to give a perspective of elephants throughout history
- ☐ C. to show the effects of elephants on their environments
- ☐ D. to argue about the significance of elephants in literature

24. The reader can determine that the main organizational structure of the article is

- ☐ A. a list of reasons why Asian elephants have subspecies.
 - ☐ B. a comparison of African elephants to Asian elephants.
 - ☐ C. a listing of the kinds of elephants found in Africa.
 - ☐ D. a chronological history of a herd of African elephants.
-

After we got out of class, Hayward and I went straight to the locker room to change. Coach Jenkins was serious about starting practice on time. Two hours of lacrosse later, the whole team was exhausted, sweaty, and covered in grass and mud. I hurried to the locker room to shower and change quickly. By the time I got outside the school, Hayward was already waiting for me. Every Friday night we like to hit up Bertinelli's, the best pizza parlor in town. At 7 p.m. on a Friday night in this town, there's no better place to be.

25. What is the most likely reason the author chose to organize this paragraph chronologically?

- ☐ **A.** because fiction is always chronological
 - ☐ **B.** to use colorful details to tell the story
 - ☐ **C.** to teach the reader how to do something
 - ☐ **D.** to move the plot of the story along
-

26. This story is told in chronological order, which means it is told in order

- ☐ **A.** from what happened first, to what happened last.
 - ☐ **B.** of questions asked and questions answered.
 - ☐ **C.** from what caused an event to the effect of that event.
 - ☐ **D.** of what the subjects have in common to their differences.
-

Folk tales are stories that have been passed down for generations. These stories tend to change over time with new interpretations. An example of a classic folk tale that most American children know is *Snow White and the Seven Dwarfs*. Children are exposed to many different versions of the story, even some parodies that twist the events. Because Walt Disney Studios created its full-length animated motion picture over this folk tale in 1937, many children identify only with Disney's interpretation. Though the core story is the same, the Disney version changed from an older version recorded in the 1810s by the Brothers Grimm.

In the original Brothers Grimm story, Snow White is put in danger by her jealous mother, not stepmother. Instead of relying on a servant to get rid of Snow White, the mother abandons her child in the forest herself. When the mother finds where Snow White has been living with the dwarfs, she tries three times to kill her daughter with poison. Later versions, including the Disney version, changed that element perhaps to tone down the cruelty of the situation for little children.

Disney also altered the end of the story. In classic Disney fashion, the prince kisses Snow White, and she wakes up from the spell. Then, the two ride off to the prince's castle and live happily ever after. According to the Brothers Grimm, Snow White wakes up because the poisoned apple dislodges from her throat when her coffin is being transported. Snow White marries the prince, and her evil mother attends the wedding, not knowing that the bride is her daughter. The evil mother is punished for her crimes by having to dance in hot iron shoes until she dies.

Folk tales develop on their own over many years, but Disney was a catalyst that brought sweeping changes to *Snow White* for a new generation. Disney's primary focus seemed to be making the story happy, romantic, and funny. The whimsical songs, cute animals, and silly dwarfs transformed the harsh story of Snow White into a children's classic tale.

27. What is the **most likely** reason that the author uses this organizational pattern?

- ☐ **A.** to show the differences in versions of *Snow White*

- ☐ B. to tell the events of *Snow White* in the correct order
- ☐ C. to describe the careers of the Brothers Grimm
- ☐ D. to explain how Disney made animated movies

28. What sentence helps the reader recognize the organizational pattern of the passage?

- ☐ A. "According to the Brothers Grimm, Snow White wakes up because the poisoned apple dislodges from her throat when her coffin is being transported."
- ☐ B. "An example of a classic folk tale that most American children know is *Snow White and the Seven Dwarfs*."
- ☐ C. "Though the core story is the same, the Disney version changed from an older version recorded in the 1810s by the Brothers Grimm."
- ☐ D. "The whimsical songs, cute animals, and silly dwarfs transformed the harsh story of Snow White into a children's classic tale."

Horace Wringwhydner and the Pusillanimoose

by Charles Truett

One cold and rainy winter's day, Horace Wringwhydner decided that he was going to be the most famous photographer that had ever lived. He was going to be the very first person to take a photograph of the legendary *pusillanimoose*.

This would not be easy. There was only one pusillanimoose in the world, and it lived in Africa, in the Canyon of the Pusillanimoose, and it almost never, ever left its burrow.

Although the pusillanimoose was a frightening creature, with big craggy antlers, thin, evil lips, and globs of messy drool dribbling down its hairy chin, it was a scared moose. It was afraid of everything. Even its own shadow.

And because it was such a scared moose, the pusillanimoose would only leave the safety of its burrow during a solar eclipse. Only then would the moon cover the sun and hide the shadow of the pusillanimoose from itself, so that it could graze without fear.

Horace Wringwhydner studied his map of Africa carefully, compared it with the maps and charts of astronomers all over the world, and concluded that a solar eclipse would soon pass directly over the Canyon of the Pusillanimoose. He would have to hurry not to miss this rare opportunity to photograph the legendary animal.

He excitedly gathered his camera and his film and boarded a jet airliner to Africa. Following his map, he raced across the African plains, arriving at the Canyon of the Pusillanimoose only moments before the solar eclipse would begin.

Horace Wringwhydner quickly set up his camera and aimed its long telephoto lens directly into the Canyon of the Pusillanimoose.

Then, he waited for the pusillanimoose to appear.

And waited. And waited.

But the pusillanimoose did not appear.

The solar eclipse was about to end when Horace saw a small something moving around deep in the Canyon of the Pusillanimoose. Curiously, Horace took out his binoculars and looked carefully at the small something.

It had tiny ears and slender whiskers, and it seemed to be eating a blade of grass, which it held in its tiny fingers. But as the solar eclipse ended, and the small something's shadow appeared, the small something let out a horrible shriek and ran back into its burrow.

And that was when Horace discovered that because of a horrible typographical error on his new

map of Africa, he had actually traveled to the Canyon of . . . the Pusillanimouse!
And he didn't even get a picture.

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29. What does Horace do **before** he waits for the pusillanimoose to appear?

- ☐ **A.** He sets up his camera.
- ☐ **B.** He finds the error in the map.
- ☐ **C.** He watches the solar eclipse end.
- ☐ **D.** He sees something move around in the canyon.

30. Immediately **after** he studies his map, Horace

- ☐ **A.** boards a jetliner.
- ☐ **B.** decided that he was going to be the most famous photographer that had ever lived.
- ☐ **C.** decides to take a picture of the pusillanimoose.
- ☐ **D.** describes what the pusillanimoose looks like.

When Monkeys Attack

Norman moved from pen to pen. At each, he would do the same routine: make sure the gate was closed, pull in the food, scatter the food, leave the pen, and reopen the gate. He did this every day, and had been doing this everyday for the past three years. He enjoyed being a zookeeper, but he wanted to work with the animals more closely.

Beatrice and Fenton had only been there one year before they were promoted. Norman had two years on them, and here he was, stuck doing the grunt work.

The worst was cleaning the chimpanzee pens. The chimps had as much respect for him as the management of the zoo did. He had to duck every time he fed them and cleaned their pens. They would toss old rotten food just to see Norman have to pick it up.

As he approached the chimpanzee colony, Norman sighed. Norman opened the enclosure, pulled in the food and began to scatter it. Then it happened. A banana sailed through the air and struck him in the head. He sighed again and turned around. That's when he noticed—he hadn't remembered to close the gate. He was surrounded by a group of chimps, all of them bearing rotten fruit. They howled and laughed with glee as Norman panicked and grabbed his broom.

He readied himself for them to attack. But all at once, he was pelted by bad fruit and squealing laughs.

adapted from "When Monkeys Attack" by c.safos

31. What step does Norman forget when he goes to clean the chimpanzee area?

- ☐ **A.** He forgets to scatter the food.
 - ☐ **B.** He forgets to close the gate.
 - ☐ **C.** He forgets to pull in food.
 - ☐ **D.** He follows all his usual steps.
-

Text on Your Own Time

Many people think that texting is a fast and effective way to communicate while also multi-tasking with work, school, or even driving. While I am a fan of text messages, I get annoyed when phones beep during the middle of a class, a meeting, or a freeway. Texting should be kept to certain times and places; texting should not be used when it could be dangerous, disruptive, or even just plain rude.

The other day, I was riding in a friend's car when his phone started beeping, vibrating, and flashing. He flipped it open, read his message, and responded all while he kept one hand on the wheel and one eye on the road. Just after he sent his message, the car in front of him stopped suddenly. He had to stomp on the brake pedal with all his might just so we wouldn't bump fenders, and we both got terrible whip lash. Now when he drives, he doesn't dare touch his phone.

This same friend and I were at a work meeting when a phone began to buzz, shaking the conference table. The boss stopped mid-sentence until our co-worker turned off his phone. Minutes later, I noticed our boss becoming distracted and found that he was watching that co-worker typing away on his phone. The boss was furious that this worker was not paying attention during such an important meeting and yelled at him in front of all of us. Now that co-worker has been demoted and is on probation.

After seeing our boss in such an outrage, a co-worker of mine told me about his wife, a school teacher, who was also frustrated by text messaging. This teacher tried really hard to make her class fun, and she really cared for her students. She had one student, though, that was always texting on his phone during her class. She tried asking him to put it away, giving him detention for using it during class, taking it away from him for the day, and even ignoring it, but nothing had worked. That student was failing her class, and the teacher was sure that if he had just put his phone away, he would have passed easily.

There are many instances when texting is not appropriate, including when on the road, at a meeting, or in a class. If people would be willing to leave their texting to do on their own time, there would be one less danger, annoyance, and impolite behavior with which we all would have to deal.

32. How is this article organized?

- ☐ **A.** It is a history of texting being used at inappropriate times.
- ☐ **B.** It compares texting during appropriate and inappropriate times.
- ☐ **C.** It describes certain times when texting was inappropriate.
- ☐ **D.** It argues for people to only text during appropriate times.

33. What is the author's purpose in writing this article?

- ☐ **A.** to persuade others to stop texting at inappropriate times
- ☐ **B.** to illustrate the daily effect text messages has on his life
- ☐ **C.** to explain how text messages are effective and instant
- ☐ **D.** to describe the order in which text messages are sent

34. What is one way that the author supports his argument?

- ☐ A. The author shares a story about his friend texting while driving.
- ☐ B. The author shares stories and provides percentages about texting.
- ☐ C. The author shares percentages of drivers that text while driving.
- ☐ D. The author does not support his argument about texting at all.

A Monument to a Pest

by Sally Conneway

Have you ever heard of someone saying "thank you" to a bug? In 1919, the people of Enterprise, in Coffee County, Alabama, built a monument to thank a bug called the boll weevil.

During the late 1800s, much of the southern United States was farmland. The main crop grown there was cotton. In 1892, trouble began when the cotton-boll weevil came from Mexico into the state of Texas. These bugs were not welcome because they eat the seeds and buds of cotton plants.

For the next twenty years the boll weevil kept moving east until many cotton crops from Texas to Georgia were destroyed. In 1914 it arrived in Coffee County and began destroying crops there as well. Without cotton to sell, farmers could not earn money to make a living.

In 1916, a Coffee County farmer named C.W. Baston decided to plant peanuts instead of cotton. He was able to sell the peanuts for more money than he would have received for a crop of cotton before the boll weevils came.

The next year more farmers from Coffee County planted peanuts instead of cotton. The farmers were happy that selling peanuts helped them earn enough money to support their families. Their lives had improved since their cotton-growing days. The boll weevils that they had thought of as the "meanest bugs" caused them to change their lives for the better. The farmers learned that trouble can sometimes bring about good changes.

In December of 1919, the people of Enterprise built the Boll Weevil Monument. They wanted to thank this bug for making life better in Coffee County. Many travelers have come to see this unusual sight—a monument to honor a pest.

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35. What happened immediately after the boll weevils came to Coffee County in 1914?

- ☐ A. They ate all of the cotton, and more farmers started planting peanuts.
- ☐ B. The cotton-boll weevil came from Mexico to Texas.
- ☐ C. The city erected a monument to the boll weevils.
- ☐ D. A company came in and bought up most of the town of Enterprise.

Do grading scales have a negative impact on students' self esteem? Should universities switch to "pass/fail" systems to eliminate the hassle and embarrassment of grades? I believe they should not. A student who works hard enough to receive an A or an A plus should not be relegated to the same "pass" on his or her transcript as a student who did the bare minimum required to receive a C. The desire to receive a 90 or better should encourage students to work harder. Increased self esteem is one of the side effects of working hard to attain something.

36. How does the author organize this article?

- ☐ A. The author answers questions about grading scales.

- ☐ B. The author gives the history of lettered grading scales.
- ☐ C. The author persuades readers to accept grading scales.
- ☐ D. The author describes differences in grading scales.

37. What is the most likely reason the author chose to organize this paragraph this way?

- ☐ A. because nonfiction always uses this structure
 - ☐ B. to use specific details to tell the story
 - ☐ C. to engage the reader in the passage
 - ☐ D. to teach the reader about grading systems
-

School fights to revive native Canadian language

by Julie Gordon

- (1) OHSWEKEN, Ontario (Reuters) - In a grey, shed-like building on the Six Nations of the Grand River reserve in southern Ontario, Esenogwas Jacobs is getting her kindergarten students ready to head home for the day.
- (2) "Gao dehswe," Jacobs says, calling her students to the door.
- (3) "Gyahde:dih," she adds, it's time to go.
- (4) Her students answer with assertive "ehes."
- (5) No one speaks a word of English.
- (6) "I just use Cayuga with them," Jacobs said. "Mostly they can respond back in Cayuga, so it's pretty cool."
- (7) The eight children of this kindergarten class carry on their shoulders the hopes for preserving the language of the Cayugas, one of the six nations that make up the Iroquois Confederacy of southeastern Canada and the northeastern United States.
- (8) Since the 19th Century and until recently, Canada has pushed for the assimilation of its native population, sending native children to boarding schools where they were taught the language, culture and spirituality of Canadian society. While the effort to assimilate native people into Canadian culture failed, the schools, the last of which closed in 1996, were effective at stunting native languages. Less than a quarter of native people in Canada use their ancestral tongue, the government says. The number of fluent Cayuga speakers has dropped from 376 in the 1970s to only 79 today.
- (9) "The number of speakers, they're dying off all the time, like every year," said Elva Jamieson, who learned the language as a child from her family, but wasn't allowed to speak it at school. "It gets lonely when you don't have someone to talk to."
- (10) Jamieson is a teacher at the Gaweni:yo High School, part of the same Cayuga language immersion program that also includes Jacobs' kindergarten class, as well as a parallel Mohawk language program.
- (11) "I think the language speaks to their spirit," Jamieson said of the 35 pupils at the high school, located about 70 miles southwest of the Ontario capital Toronto. "They're able to grasp it and go with it."

- (12) While the linguistic knowledge of native speakers like Jamieson is irreplaceable, Gaweni:yo—which means "nice-sounding words"—is helping to slow the erosion of the Cayuga language, and young people are becoming a viable population of fluent speakers.
- (13) The most dedicated meet up regularly to chat in Cayuga and practice new words, and some even use Cayuga as the primary language at home. Jacobs, 24, herself a graduate of Gaweni:yo, tries to speak only Cayuga with her boyfriend, another graduate. She also spends evenings visiting with elders to learn new words.
- (14) The program has been running since 1986, but this is the first year that it has included a kindergarten class. Many of her young students are the children of fellow Gaweni:yo graduates and Jacobs encourages them to use Cayuga at home, too.

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38. The purpose of the eighth paragraph of the passage is to

- ☐ A. show how Canada successfully assimilated the Cayuga nation.
- ☐ B. describe important events that happened during the 19th Century.
- ☐ C. explain why there are so few native speakers of the Cayuga language.
- ☐ D. give information about the history of Canadian boarding schools.

39. The author includes several quotes from members of the Cayuga nation in order to

- ☐ A. show how difficult it is to learn and speak Cayuga.
- ☐ B. show how bitter they feel toward the government.
- ☐ C. show how important the Cayuga language is to them.
- ☐ D. show how sad they are about losing their language.

40. The purpose of the 13th paragraph of the passage is to

- ☐ A. illustrate how the elders of the Cayuga nation are treated with great respect.
- ☐ B. show the reader how many people speak Cayuga as the primary language at home.
- ☐ C. relate how the Cayuga language immersion program has evolved over the years.
- ☐ D. demonstrate how members of the Cayuga nation are keeping their language alive.

41. The anecdote that begins the article is **most likely** intended to

- ☐ A. get the reader to learn Cayuga.
- ☐ B. grab the reader's attention.
- ☐ C. make the reader comfortable.

- ☐ **D.** show how the students act.

42. Before Stephanie starts writing, she comes up with this list. Use it to answer the following question.

History of the Democratic Republic of the Congo

1. Independence from Belgium in 1960
2. First Republic of the Congo
3. Congo Crisis 1960-1966
4. Name changed from Zaire in 1997
5. The Democratic Republic of the Congo

Based on Stephanie's list, which organizational pattern is best for her to use?

- ☐ **A.** argument/support
- ☐ **B.** chronological order
- ☐ **C.** cause and effect
- ☐ **D.** comparison/contrast

The Evolution of Education

What Is Education?

The word “education” stems from the Latin word *educere*, which means “to draw out,” a befitting definition considering that an education “draws out” one’s potential and hidden talents. Education is defined as the process of imparting and acquiring knowledge and developing the powers of reasoning and judgment. Fundamentally, however, it is the imparting of culture from generation to generation.

How Education Has Evolved

From the very beginning, education was the natural response of early civilizations to survive and thrive. Adults trained their young in the knowledge and skills they would need to master and eventually pass on. The evolution of culture and human beings as a species depended on this practice of transmitting knowledge. In pre-literate societies, this was achieved orally and through imitation. Story-telling continued from one generation to the next. Oral language developed into written symbols and letters. The depth and breadth of knowledge that could be preserved and passed soon increased exponentially.

When cultures began to extend their knowledge beyond the basic skills of communicating, trading, gathering food, religious practices, etc., formal education and schooling eventually followed.

Development of Schools

The concept of grouping students together in a centralized location for learning has existed since ancient Greece. In Classical Athens, around 450 B.C., boys and, occasionally, girls studied reading, writing, arithmetic, literature, and music. Education was not mandatory because it was private and

required a fee.



Ancient Greek red-figure vessel depicting a teacher and his pupil

Islam was another culture to develop a schooling system in the modern sense of the word. This was largely brought about by conquests of Greek, Roman, and Persian cultures, revealing a wealth of knowledge. Emphasis was put on knowledge. Therefore, a systematic way of teaching and spreading knowledge was developed in purpose-built structures. At first, mosques combined both religious performance and learning activities, but by the 10th century, the Seljuks introduced the Madrasa, a proper school built independently from the mosque. Students learned about religion, science, and language.

43. Which aspect of education does the author discuss last?

- ☐ **A.** how writing affected education
- ☐ **B.** what the word education means
- ☐ **C.** what education was like in Greece
- ☐ **D.** how Islam influenced education

44. Why does the author organize the majority of the subtopics in chronological order?

- ☐ **A.** to explain how the first school was developed
- ☐ **B.** to show how education has changed in history
- ☐ **C.** to illustrate how all civilizations learn alike
- ☐ **D.** to emphasize the importance of education

45. The purpose of the first paragraph of the passage is to

- ☐ **A.** explain the existence of education.
- ☐ **B.** show where and when education began.
- ☐ **C.** compare education in different cultures.
- ☐ **D.** offer a definition of education.

100% Parmesan Chicken

Makes 6 Servings

Ingredients:

- 6 boneless skinless chicken breasts
- 2 tablespoons melted butter or margarine
- 1/2 cup grated parmesan cheese
- 1/4 cup dry breadcrumbs

- 1 teaspoon dried oregano
- 1 teaspoon parsley flakes
- 1/4 teaspoon paprika
- 1/4 teaspoon salt
- 1/4 teaspoon pepper

Directions

1. Preheat oven to 400°F.
2. Spray 13x9-inch baking pan with no-stick cooking spray.
3. Melt butter in a shallow dish. Mix remaining ingredients in another shallow dish.
4. Dip chicken in melted butter or margarine.
5. Then coat chicken with dry ingredients.
6. Place chicken in 13x9-inch baking dish.
7. Bake 20-25 minutes or until juices of chicken run clear.

46. What is the best way to describe **how** this passage is written?

- ☐ **A.** Compare and Contrast Order
- ☐ **B.** Flashback Order
- ☐ **C.** Reverse Order
- ☐ **D.** Chronological Order

Chapter 1

Milk Years

My name is Lily. I came into this world on the fifth day of the sixth month of the third year of Emperor Daoguang's reign. Puwei, my home village, is in Yongming County, the county of Everlasting Brightness. Most people who live here are descended from the Yao ethnic tribe. From the storytellers who visited Puwei when I was a girl, I learned that the Yao first arrived in this area twelve hundred years ago during the Tang dynasty, but most families came a century later, when they fled the Mongol armies who invaded the north. Although the people of our region have never been rich, we have rarely been so poor that women had to work in the fields.

We were members of the Yi family line, one of the original Yao clans and the most common in the district. My father and uncle leased seven mou of land from a rich landowner who lived in the far west of the province. They cultivated that land with rice, cotton, taro, and kitchen crops. My family home was typical in the sense that it had two stories and faced south. A room upstairs was designated for women's gathering and for unmarried girls to sleep. Rooms for each family unit and a special room for our animals flanked the downstairs main room, where baskets filled with eggs or oranges and strings of drying chilies hung from the central beam to keep them safe from mice, chickens, or a roaming pig. We had a table and stools against one wall. A hearth where Mama and Aunt did the cooking occupied a corner on the opposite wall. We did not have windows in our main room, so we kept open the door to the alley outside our house for light and air in the warm months. The rest of our rooms were small, our floor was hard-packed earth, and, as I said, our animals lived with us.

I've never thought much about whether I was happy or if I had fun as a child. I was a so-so girl who lived with a so-so family in a so-so village. I didn't know that there might be another way to live,

and I didn't worry about it either. But I remember the day I began to notice and think about what was around me. I had just turned five and felt as though I had crossed a big threshold. I woke up before dawn with something like a tickle in my brain. That bit of irritation made me alert to everything I saw and experienced that day.

from *Snow Flower and the Secret Fan* by Lisa See

47. The passage above is an excerpt from the novel *Snow Flower and the Secret Fan*. The purpose of these paragraphs is to

- ☐ **A.** establish the main character's background.
- ☐ **B.** introduce all of the story's characters.
- ☐ **C.** describe the primary message of the story.
- ☒ **D.** highlight important events in China's history.

48. Estelle decided to write her paper about annual droughts that occur in the southern United States.

- 1. little rain
- 2. overwatering
- 3. deforestation
- 4. diminished crop growth
- 5. dust storms

Based on Estelle's list, which organizational pattern is best for her to use?

- ☒ **A.** chronological order
- ☐ **B.** cause and effect
- ☐ **C.** comparison/contrast
- ☐ **D.** argument/support

For more than a year, construction workers at Pennell Park have been making new buildings and facilities for the residents of our neighborhood. The city spent more than \$1 million dollars to build a new restroom, tennis court, pavilion, and field house for the sport fields. The architecture of these buildings blends beautifully with the natural surroundings. The neighborhood should have been proud of the new additions; instead, it showed contempt. Graffiti began popping up on the sides of the buildings almost immediately. Now, the graffiti is so dense that you can barely see the walls beneath it anymore.

I don't understand how anyone can be so insensitive. All I know is that I love this neighborhood enough to fight back. If everyone helps, we can organize a cleanup effort at the park. Individuals can sign up to scrub the walls on a rotating basis. Community service groups can be recruited to help, too. If the police will make extra patrols at the park at night, then maybe the frequency of the graffiti

will go down, and the cleanup effort will be even more effective.

49. What is the function of the second paragraph?

- ☐ **A.** It compares Pennell Park to other parks.
 - ☐ **B.** It gives ideas on how to fix the vandalism.
 - ☐ **C.** It gives a schedule for cleaning the park.
 - ☐ **D.** It criticizes the police for doing a poor job.
-

50. What organizational pattern did the author use for this passage?

- ☐ **A.** theory and evidence
 - ☐ **B.** sequential order
 - ☐ **C.** compare and contrast
 - ☐ **D.** problem and solution
-

51. Maurice has been brainstorming for his project. This is what he's come up with so far:

1. How does skydiving work?
2. A typical jump
3. Equipment needed
4. Training
5. How do parachutes work?
6. How safe is skydiving?

Based on his brainstorming, which organizational pattern is best for him to use?

- ☐ **A.** question/answer
 - ☐ **B.** chronological order
 - ☐ **C.** cause and effect
 - ☐ **D.** comparison/contrast
-

Answers

1. A
2. C
3. B
4. B
5. A
6. A
7. A
8. A
9. C
10. C
11. D
12. D
13. C
14. A
15. B
16. C
17. C
18. D
19. C
20. C
21. A
22. B
23. A
24. B
25. D
26. A
27. A
28. C
29. A
30. A
31. B
32. D
33. A
34. A
35. A
36. A
37. C

- 38. C
- 39. C
- 40. D
- 41. B
- 42. B
- 43. D
- 44. B
- 45. D
- 46. D
- 47. A
- 48. B
- 49. B
- 50. D
- 51. A

Explanations

1. In the first paragraph, the narrator says, "Two years ago, I lost my mother, my father, and all hope of happiness." This sentence makes the reader wonder what happened to cause such a tragedy. The author includes the information in paragraphs 2-8 in order to answer this question. A band of guerrillas attacked his or her village and caused 525 people to die.
2. Notice the rhythm and spacing of the last paragraph. The author organizes the text according to the rhythm of the drum. By allowing the reader to hear and see the rhythm of the drum, the author emphasizes what the drum means to the people
3. The first paragraph of the passage says, "No matter how bad your life is shattered, the world does not stop for your grief." This is an example of a theme, a message or short lesson about life. The paragraph then discusses how the theme applies to the narrator's life. The purpose of this paragraph is to establish the story's theme.
4. This passage explains the National Weather Service's severe storm warning system.
5. An article that tells about something that happened and its result would follow the same organizational pattern as this passage.
6. Because of the danger of tornadoes, the National Weather Service has created a warning system. This passage is organized by cause/effect.
7. Because this article is arranged in order of occurrence, the answer depends on determining which of the events occurred latest in the article. According to the article, Copernicus developed his heliocentric theory after Ptolemy came up with his geocentric

theory. The other two answer choices occur very early within the article.

8. Because this article is arranged in order of occurrence, you answer this question by first determining which of the dates occurred earliest. The oldest date mentioned in the article is 4000 B.C. The article states that "the oldest astronomical observations ever recorded took place" in 4000 B.C. Though each of the other dates is mentioned as being significant in the history of astronomy, they are all more recent than the date 4000 B.C.
9. The article is arranged in chronological order, so answering the question depends on reviewing the events as they take place within the article. Before the article discusses Ptolemy, it explains how the Greeks combined mathematics with the study of astronomy. The other three choices all occur after Ptolemy was alive.
10. The article is arranged chronologically, meaning that it follows a time-ordered progression through the advances of astronomy. Beginning with 4000 B.C. and continuing through the twentieth century, the article is organized according to history. Though the article does make several indirect comparisons, like the difference between Ptolemy and Copernicus, it does not rely on this arrangement. Additionally, the article does not use cause and effect for organization.
11. In the passage, the author asks and answers a series of questions about the sinking of the Titanic.
12. The author uses this passage structure to pull the reader in and help him or her answer questions that may come up while reading the passage.
13. An article that explains how or why something works could follow this same format.
14. The article above is organized chronologically. The author lists information about Amsterdam's history in the order of dates, starting with how it began to the present day. Once the reader has found the referenced date, 1369, in the article, the next previous date is 1323 A.D., when Count Willem III levied a tax on beer against the city.
15. The article above is organized chronologically, according to time. The author lists information about Amsterdam's history in the order of dates, starting with its creation to the present day. Chronological order is used to guide the reader through events or information in a successive order.
16. During World War I the economy of Amsterdam suffered. According to the article, its economy rebounded by the 1920s. Since the article is organized chronologically, you can locate information about Amsterdam during this time period through the dates cited in the text.
17. The organization of this passage helps it flow and show the history of Labor Day in the United States.
18. This passage was organized in order from what happened first to what happened last, or chronologically. Because the author was giving a history of Labor Day, it makes sense that he or she would organize the article in chronological order.

19. This sentence tells the reader the exact date Labor Day was first observed.
20. The comparison/contrast organizational pattern would work best to discuss the different forms of traditional Indian dance in Ram's paper.
21. The author believes that tougher environmental laws can help in keeping the whooping crane off the endangered species list. The author clearly believes the punishment the man faced is justified since he never speaks out against it.
22. This sentence from the passage compares the African elephant to the Asian elephant.
23. This pattern works best for discussing the different species of elephant.
24. This passage begins by talking about what African elephants and Asian elephants have in common. The following sections discuss the different species of elephant.
25. Showing how events happened one after the other gives the sense of time passing. This can keep the audience interested because readers are curious about what event will happen next.
26. Chronological comes from the Greek word *chronos*, meaning "time." To tell something in chronological order means that you start with the first event that happened and continue in order according to what happened next in time.
27. The author wants to show how the story of Snow White has been changed over the years. The passage shows the differences between two versions of *Snow White*, the Disney version and the Brothers Grimm version.
28. The last sentence of the first paragraph gives the reader a clue about the organization of the passage. It tells the reader that there are similarities and differences between the Disney version and Brothers Grimm version of *Snow White*. From that sentence, the reader can tell that the passage is organized by compare and contrast.
29. Before Horace waits for the pusillanimoose to appear, he "quickly set up his camera and aimed its long telephoto lens directly into the Canyon of the Pusillanimoose." All of the other events take place after Horace waits.
30. Immediately after Horace studies his map, he boards a jetliner. In fact, the story states, "He excitedly gathered his camera and his film and boarded a jet airliner to Africa."
31. The narrator states that Norman has a routine. In this case, his thinking about other things makes him forget his routine. He forgets the first—and most important—step. The chimps take advantage of this too.
32. The author may be giving an account of texting at inappropriate times, but he is mostly concerned with arguing that others should not text during inappropriate times. The illustrations of how texting might effect a situation are his support to the argument against texting during certain times.

33. The author may be giving an account of how text messages effect daily life, but he is mostly concerned with persuading others to not text during inappropriate times. The illustrations of how texting might effect a situation are his support to the argument against texting during certain times.
34. This particular author is trying to persuade by relating circumstances when texting had a negative effect. First he describes his friend while driving, then his coworker at the meeting, and then a student during a class. This type of argument is meant to appeal emotionally to readers who might have been in similar situations.
35. Immediately after, within a year really, of the boll weevil's arrival, many farmers had their cotton crops eaten. Because of this, they were forced to plant peanuts, which ended up being beneficial since companies paid more for the peanuts than the cotton.
36. The author begins this article with questions, and then the author answers the questions he or she posed.
37. Asking questions helps pull the reader into a passage.
38. According to paragraph 8, Canada sent "native children to boarding schools where they were taught the language, culture and spirituality of Canadian society." Canadians were trying to force the native people to adapt to Canadian culture. Their efforts failed, but many native people forgot the languages of their tribes. Paragraph 8 explains why there are so few native speakers of the Cayuga language. It allows the reader to understand how the problem began.
39. The article quotes several members of the Cayuga nation, such as Elva Jamieson, who says, "It gets lonely when you don't have someone to talk to," and Esenogwas Jacobs, who says of the 35 pupils at the high school, "I think the language speaks to their spirit." Such quotes show how important the Cayuga language is to them. The language adds to their sense of community and heritage.
40. The 13th paragraph demonstrates how members of the Cayuga nation are keeping their language alive. Some "meet up regularly to chat in Cayuga and practice new words, and some even use Cayuga as the primary language at home." The paragraph also says that Jacobs "tries to speak only Cayuga with her boyfriend" and "spends evenings visiting with elders to learn new words."
41. The article starts off with a short account of what the author observes in a Cayuga language immersion program's kindergarten classroom. The anecdote, illustrating the author's subject, draws the reader in by offering a vivid image of the subject. The author most likely uses it to grab the reader's attention.
42. Chronological order is best to use when discussing events that happened during a certain time period.
43. Look at the last paragraph of the passage. It says, "Islam was another culture to develop a schooling system in the modern sense of the word." The paragraph discusses how the Islamic culture developed one of the first structures designed specifically for schooling. This is the last aspect of education that the author discusses in this passage:

how Islam influenced education.

44. Look at the passage closely. The author first describes what education was like in "early civilizations," then when "written symbols and letters" came into existence, and finally, when schools were developed. The author organizes the majority of the subtopics in chronological order. The purpose of this organization is to show how education has changed in history. Civilizations evolved from learning "basic skills of communicating, trading, gathering food, religious practices, etc." to studying "religion, science, and language."
45. The purpose of the first paragraph of the passage is to offer a definition of education. The heading of the paragraph tells the reader what it discusses: "What Is Education?" The paragraph describes three meanings for "education": "to draw out," "the process of imparting and acquiring knowledge and developing the powers of reasoning and judgment," and "the imparting of culture from generation to generation."
46. Because certain steps have to be done before others, the order of the directions is very important. In chronological order, steps are placed in order of importance.
47. This story takes place in ancient China. In order to help the reader understand the story better, the author, Lisa See, organizes the text by first establishing the main character's background. She describes Lily's age, origin, and home.
48. Estelle's list focuses on the causes and effects of droughts in the southern United States. That is the best organizational pattern to use here.
49. In this essay, the second paragraph offers some suggestions for ways to solve the problem of graffiti in the park. One idea is to organize a cleanup effort to scrub away the paint. Another idea is to get more police patrols at the park at night.
50. This type of organizational pattern is classified as problem and solution. Like the term suggests, the author states a problem, then offers solutions to the problem. The problem in this passage is the graffiti at the park. The author shares some ways to solve the problem.
51. Maurice has already posed a series of questions in his brainstorming session. Question/answer will likely be the best organizational pattern for his paper.